

SUMMARY

MANAGERIALISM IN EDUCATION

Kozma Tamás: *Managerialism in Higher Education – The Case of Hungary and Eastern Europe*. Managerialism in higher education – as defined and described by Deem, Hillyard and Reed as early as 2007- spread through Europe during the 2000's. Case studies (like Hedley's on Irish universities) show similarities also with variations in UK universities. Managerialism penetrated the universities of Eastern Europe after the political upheavals of 1990, and studies of Hungarian universities show some characteristics of an "Eastern" European managerialism. Its features see: a) universities as "state-owned" enterprises, symbolising national identity; b) university "managers" as representing the modernisation process - here enabling Hungary to "catch up" with Europe; and c) their ideology (managerialism) as a special mixture of "evidence -based" and the "interest-based" policy making.

Voldemar Tomusk: *European Higher Education after Gellner, Malinowski and Wittgenstein*. This paper makes a modest attempt to locate the European higher education project in the context of some major twentieth century concerns. The author follows a lead given by Ernest Gellner – "one of the last great Central European polymath intellectuals" – then reaches out to Ludwig Wittgenstein and Bronislaw Malinowski, and from the three of them to European higher education...

Kováts Gergely: *A Critique of Managerialism in English Higher Education*. This paper summarizes critiques of managerialism in the English higher education sector. Managerialism is interpreted as a process of professionalization that is characterised by a particular ideology as well as seeking distinctive organisational forms and control technologies (Reed 2001). Such characteristics are looked at via the following: 1) instrumental way of thinking, 2) naturalisation, commodification and the transformative nature of managerialism, and 3) deprofessionalisation, proletarianisation and alienation. In the last part of the article, conditions preventing managerialism from taking over the whole of the higher education sector are examined.

Hrubos Ildikó: *The Bologna Pyramid*. Managerialism, which has appeared in parallel with the massification of higher education and with increases in financial difficulties, now has an international dimension in the European Higher Education Area (EHEA). European organizations handling it (partly via the European Union, partly with EHEA jurisdiction) have been formed along with their administrative and academic-type governing boards; also, there are complex mechanisms for consulting with stakeholders. While the struggle between national governments and among autonomous institutions is a well-known phenomenon, transnational (European) organizations are now having to fight with autonomous member states, more precisely with members of a loose alliance (EFT).

Ulrich Teichler: *International Student Mobility – Affected by the Bologna Process?* Intra-European temporary student mobility increased substantially in the 1990s. Notably, the ERASMUS programme has been viewed as a "success story"; and many students have come to the conclusion that "learning from contrasts" within Europe is highly valuable. Available data is too poor to clearly establish whether intra-European temporary student mobility has grown in the early years of the 21st century at more or less the same pace as in the 1990s - or whether the growth of intra-European temporary student mobility may

have slowed down in the recent past. In any event, the Bologna Process has not worked as an accelerator of intra-European student mobility.

Veroszta Zsuzsanna: *Data Use – Educational Research and Educational Policy*. This study examines the role of the "evidence-based" approach when dealing with decision-making processes in educational policy. There are several factors that make it difficult to efficiently use data based on sociological research in the fact of policy making. Nevertheless, expectations as regards basing decisions on actual data (if not on direct evidence) in policy and in political discourse are stronger now than ever. The study reviews the nature of data use in social science in contrast with that for natural sciences - and also the nature of research data in contrast with that of statistical data. In a wider context, it additionally examines the real role played by research in policy making. Then, as a specific example of data gathering and interpretation, the study enumerates possible approaches when examining young graduates' careers - and analyzes critical theoretical and methodological issues following on from this.

Török Balázs: *Ambiguous reforms - the control mechanism of the No Child Left Behind Act on the bases of Niklas Luhmann's system theory*. In September 2011, President Obama announced a revising of the „No Child Left Behind” (NCLB) Act. In the United States this reform program was one of the most important initiatives in the field of education in the last decade; and everyone agreed with the main objectives – to increase the efficiency of the education system. Yet the strict management techniques used to implement the reform were dubious. What is the background to Obama's reforms and the revisions? How can one understand the process on the basis of Niklas Luhmann's system theory? The real complexity of an education system cannot be mapped out at central government level - thus every reforming leadership needs to adapt a model so the system has some controls. This paper looks at the different elements of managerial rationality within the control mechanism of the NCLB. On the bases of Luhmann's theory, we note that a business model of governance flourishes if negative externalities of reform interventions can be kept at manageable levels. Initially, reduced complexity – a strict business model in education – creates student achievement gains, yet after a certain time period disadvantages may turn up in the functioning of other system. Realized losses promote the change of the simplifying model. A new synthesis – evolution of the education system – should be based on communication, not on technology.

Chrappán Magdolna: *Competencies in Public Education*. The paper is about managerialism in public education, appearing as a concrete example of the headway that has been made in competence-based education. The new public management approach, which can be one way of administering different public bodies, is not yet widespread in Hungary; though several studies can be found in international literature dealing with the new form of public management as being evidential in the public education sphere.

A wish to implement competence-based education, have local and international evaluation/assessment of students and see how pedagogical processes qualify exist within the context of new public management. The appearance of such desires at this time period are more coincidental, rather than being part of the concept for long-term strategy. However, efficiency and budget-centred elements within the school system should be considered permanent factors, ones worth analysing for such a system to operate.